

Agenda Item 4: Consideration of Indicator 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, issues related to the process for including/excluding licensure examinations and determining student results

Explanation: On January 14, 2003, a group of provosts and institutional research representatives met to continue discussions of academic performance indicators. The group discussed Indicator 7D, "Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests". The provosts indicated that they would welcome with a recommended process for considering the inclusion or exclusion of reported examinations from CAPA for their review.

Staff proposes to CAPA the following process for consideration as a method for making determinations for including and excluding licensure examinations and for ensuring consistency in reporting student scores on licensure examination.

BACKGROUND

Examination results are collected for purposes of meeting two legislative mandates:

- 1) Act 359 of 1996 (Section 59-103-30 and 59-103-45) requiring the Commission to measure performance of institutions on various indicators as identified under critical success areas or factors and provide funding based on performance; and
- 2) Act 255 of 1992 (Section 59-101-350) requiring that the Commission collect and report specified information on South Carolina's 2- and 4-yr institutions.

In fulfillment of Act 255 mandates prior to performance funding, the Commission determined licensure examinations to be reported on by institutions and the format for reporting that information to the General Assembly. Reported information was to include "student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam".

Act 359 later mandated that the Commission consider performance indicators identified for critical success factors and "develop standards for and measurement mechanisms of these performance indicators, ..." Section 59-103-30 (Paragraph B.7.d) of the Code of Laws of South Carolina, 1976, as amended (Act 359) identifies as part of Critical Success Factor 7 (Graduate's Achievements), Indicator D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment Related Examinations and Certification Tests.

The Commission defined Performance Indicator 7D for measuring performance of students on licensure examinations by using data already being collected for Act 255 for licensure examinations. The performance funding measure identified for 7D was the percentage of students passing certification examinations where certification examinations were considered those identified and reported on for Act 255. As a result, the data used to calculate performance on Indicator 7D has been that reported by the institutions under Act 255. For additional information on the current definition and measurement guidance for Indicator 7D, see the Performance Funding Workbook, November 2002, pages, II.159 to II.166. **The intent of this document is to clarify reporting of student licensure**

examination information and the criteria upon which an examination and student results would be included/excluded from this analysis.

Staff considered in its deliberations a “draft guidance” that has been distributed in the past. This guidance had been based in large part on considerations of the work of institutional representatives and CHE staff in 1998 and 1999. During that time staff met with representatives and discussed issues related to the collection of examination data and reviewed requirements of examinations that were being reported on and of other examinations that were identified for possible reporting. Additionally, staff has taken into account discussions to date related to the reporting of licensure examination results. For reference purposes, a copy of the draft guidance as circulated follows staff’s proposal and the listing of examinations that are currently reported.

Again, the process set forth here is intended to maintain the consistency between Indicator 7D and institutional effectiveness reporting on student performance on professional examinations. It is staff’s intention that the process provide for consistency in reporting across institutions and for data collected to be reflective of those students that have been prepared by the institution being assessed.

PROCESS

I. Inclusion/Exclusion of Licensure Examinations:

- 1) **A list of examinations will serve as the reporting basis.** The beginning list considered will be the list of examinations for which data were reported on in August 2002 for purposes of the compiling the January 2003 institutional effectiveness report to the General Assembly. This list will be referred to from this point forward as the “base list”. ***(A copy of this list is attached for reference)***
- 2) Institutions will request consideration of the Commission to have examinations added or deleted from the base list. ***A process whereby the request will be made of either the advisory committee to the Planning and Assessment Committee and/or the advisory committee to the Committee on Academic Affairs will be determined. The request will then proceed through the Committee process prior to being referred to the full Commission.***
- 3) Once a request is made, the following guidelines will be used by the advisory committee and staff in determining whether or not the examination under consideration will be added or removed from the base list:
 - The examination must be related to a degree, diploma or advanced certificate program. For the purpose of applying this criterion, an advanced certificate program is defined as a certificate that requires at least 30 hours of course credits and, as a prerequisite for acceptance, that students shall have completed at least the equivalent of an Associate Degree and/or be certified or licensed in a related profession.
 - The examination should be generally accepted as a measure of the academic preparation of student performance in the area tested and may or may not be required for licensure in South Carolina. Availability of data on results

nationally is preferred for included examinations; however, the availability of such results is not a requirement of inclusion/exclusion considerations.

- The testing agency must not require extensive post-graduate work experience (defined as greater than one year) as a prerequisite for testing.
 - Score reports on student performance must be available from the testing agency or other official reporting agency.
- 4) Institutions are required to report on all examinations included on the current list (i.e. base list and base list as amended in future years) for which the institution has curricula in support of the examination. If an institution adds a new program that has curricula supporting an examination on the list, institutions will begin reporting data with its first program graduates.
 - 5) Once an examination is approved for removal from the base list, data for that examination will no longer be reported by institutions and will be excluded from institutional effectiveness reporting and performance funding determinations from the date the examination is approved for removal from the base list.
 - 6) Once an examination is identified for inclusion on the base list, institutions will report data in the next reporting cycle.

II. Determining and Reporting Student Results:

In order to include the result for the student tested, the following criteria must be satisfied:

- 1) The student must complete a degree, diploma, or advanced certificate program or be certified by the institution as having met required competencies while enrolled in a degree, diploma, or advanced certificate program. (NOTE: For the purpose of applying this criterion, an advanced certificate is defined as a certificate that requires at least 30 hours of course credits and, as a prerequisite for acceptance, that the student shall have completed at least the equivalent of an Associate Degree and/or be certified or licensed in a related profession.)
- 2) The student must be prepared by the institution's curriculum.
- 3) Any student taking examinations from April 1 to March 31 of the identified reporting year will be included **provided that** the student is tested within the following timeframes:

~~For PRAXIS results, the student must be tested within 3 years of the date of program completion. In cases where a student has taken the same test more than once, the result of the test on which the student attained the highest score within the prescribed test window is to be used.~~

~~For all other exam types, the student must be tested within~~ 12 months ~~of the date of program completion~~

- 4) ~~Students reported on all exams will be first-time test-takers. with the exception of PRAXIS examinations. For PRAXIS examinations, all test takers and not just first-time test-takers are to be included. In cases where a student has taken a PRAXIS examination multiple times within the prescribed timeframe (see item b above), must be tested within the following timeframes~~

NOTE: For Teaching Sector institutions, refer to guidance for Indicator 3E, Institutional Emphasis on Quality Teacher Education and Reform, part 2, which measures student performance on teacher licensure examinations including the professional knowledge and specialty area examinations. Staff intends that guidance for reporting student results on examinations here will also apply to part 2 of Indicator 3E. Staff is recommending that PRAXIS results be changed to reporting on first-time test-takers and on graduates tested within 12 months of program completion. At present, all test-takers and not just first time test takers are reported on PRAXIS examination and the highest result within the identified testing window of April 1 to March 31 is included. If the change recommended here is adopted, staff also recommends changing guidance in 3E part 2 to remain consistent with Indicator 7D and institutional effectiveness reporting.

LISTING OF EXAMINATIONS REPORTED AND INCLUDED IN INSTITUTIONAL EFFECTIVENESS REPORTING IN AUGUST 2003 (to be included in January 2003 institutional effectiveness reporting and Performance Funding Indicator 7D Year 7 (2002-03) results)

**INSTITUTIONAL EFFECTIVENESS REPORTING FOR
PERFORMANCE ON PROFESSIONAL EXAMINATIONS**

Professional Examinations Currently Collected. The listing of examinations that follow are recommended above to be considered as the “base list” of examinations reported on for institutional effectiveness and performance funding indicator 7D. *Note that the Commission deferred inclusion of DANB results, middle school pedagogy and professional knowledge PRAXIS examination results from performance funding indicators 7D and 3E, part 2, until further consideration of specific issues related to the report of these examinations. DANB and professional knowledge examinations have been excluded from performance funding results since Year 6 (2001-02) and middle school pedagogy examinations since Year 5 (2000-01). Continued reporting of these deferred examinations will be considered separately but in keeping with any approved guidance that might relate to these examinations.*

DATA REQUESTED IN AUGUST 2002 REPORTING OF RESULTS:

- April 1 through March 31 timeframe for Results Reported
- For Each Examination:
 - Date(s) of Administration
 - Number of Examinees
 - Number of first-time examinees (except Teacher Licensure/PRAXIS examinations where the number of examinees is not limited to first-time test-takers. See Indicator 3E2 description, November 2002 Workbook, pp II.73 – II.78.)
 - Number of first-time examinees who passed (except Teacher Licensure/ PRAXIS examinations where the number of examinees is not limited to first-time test takers. See Indicator 3E2 description, November 2002 Workbook, pp II.73 – II.78.)
 - Percentage of first-time examinees passing (except Teacher Licensure/PRAXIS examinations where examinees is not limited to first-time test-takers. See Indicator 3E2 description.)

RESEARCH SECTOR EXAMINATIONS
ACC National Certification Exam in Nurse Midwifery
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)
Clinical Laboratory Scientist/Generalist, NCA
Council on Certification of Nurse Anesthetists Exam.
Medical Technology, ASCP
Multi-State Pharmacy Jurisprudence Exam (MPJE)
National Board Dental Exam, Part I
National Board Dental Exam, Part II
National Council Licensure Exam. - Registered Nurse
National Physical Therapist Licensing Exam. (PT)
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.
North American Pharmacist Licensure Exam. (NAPLEX)
Occupational Therapist, Registered (OTR)
Physician Assistant National Certifying Exam. (PANCE)
PRAXIS Series II: Core Battery Professional Knowledge (SEE NOTE)
PRAXIS Series II: Principles of Learning & Teaching (K-6) (SEE NOTE)
PRAXIS Series II: Principles of Learning & Teaching (5-9) (SEE NOTE)
PRAXIS Series II: Principles of Learning & Teaching (7-12) (SEE NOTE)
PRAXIS Series II: Specialty Area Tests
South Carolina Board of Law Examination
Specialist in Cytotechnology
State Board Dental Exam-SRTA Exam.
US Medical Licensing Exam. - Step I
US Medical Licensing Exam. - Step II

TEACHING SECTOR EXAMINATIONS
National Council Licensure Exam. (NCLEX) - Registered Nurse
PRAXIS Series II: Core Battery Professional Knowledge (SEE NOTE)
PRAXIS Series II: Principles of Learning & Teaching (K-6) (SEE NOTE)
PRAXIS Series II: Principles of Learning & Teaching (5-9) (SEE NOTE)
PRAXIS Series II: Principles of Learning & Teaching (7-12) (SEE NOTE)
PRAXIS Series II: Specialty Area Tests

REGIONAL SECTOR EXAMINATIONS
National Council Licensure Exam-Registered Nurse

TECHNICAL COLLEGES SECTOR EXAMINATIONS
Accredited Record Technician (ART)
Aircraft Maintenance – Airframe, General and Powerplant
Barbering
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)
Certified Dental Assistant – DANBE (SEE NOTE)
Certified Medical Assistant Exam.
Certified Occupational Therapist Assistant (COTA)
Clinical Laboratory Technician, NCA
Cosmetology Exam
Emergency Medical Technician - NREMT
Basic and Intermediate Paramedic
Medical Laboratory Technician, ASCP
National Bd. for Dental Hygiene Examination
National Council Licensure Exam. (NCLEX) - Practical Nurse
National Council Licensure Exam. (NCLEX) - Registered Nurse
National Physical Therapist Licensing Exam. (PTA)

TECHNICAL COLLEGES SECTOR EXAMINATIONS
<i>(Technical College Sector Examinations Continued)</i>
Nuclear Medicine Technology Certification Bd. Exam
Nuclear Medicine Technology, ARRT
Nurse Aid Competency Evaluation Program (NACEP)
Radiography Exam., ARRT
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation and Written Registry
State Board Exam. for Dental Hygiene-SC Board of Dentistry
Surgical Technologist National Certifying Examination
Veterinary Technician National Examination
Veterinary Technician State Exam (Rules & Regulations)
SRTA Regional Exam. for Dental Hygienists

Additional Examinations Identified But Not Included in Performance Funding Results or Institutional Effectiveness Information:

These exams were identified in meetings with institutional, Commission staff, and State Technical College Board representatives in 1999 for possible inclusion in these data collection efforts based on criteria that were being considered at the time. Some of those criteria discussed have been incorporated into the process staff has proposed. These examinations were not added to the base list although some institutions may have been reporting on these examinations and have had results included in results. Performance data are requested but are not required for these examinations. Data if reported include the same variables as reported for required examinations listed above.

ADDITIONAL EXAMINATIONS – RESEARCH SECTOR
American Academy of Nurse Practitioners National Certification Exam (AANP) – Adult Nurse Practitioner
AANP – Family Nurse Practitioner
AANP – Pediatric Nurse Practitioner
American Association of State Social Work Boards (AASSWB) – Basic Level
AASSWB – Intermediate Level
AASSWB – Advanced (Independent) Level
American Nurses Credentialing Center National Exam. (ANCC) – Acute Care Nurse Practitioner

(Research Sector Examinations Continued)

ANCC - Gerontological Nurse Practitioner
ANCC - Pediatric Nurse Practitioner
ANCC - School Nurse Practitioner
ANCC - Psychiatric Clinical Nurse Specialist
Athletic Training
Examination for the Professional Practice of Psychology
Fundamentals of Engineering
Fundamentals of Geology
National Certification Board of Pediatric Nurse Practitioners and Nurses
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties – Women's Health Nurse Practitioner Exam.

ADDITIONAL EXAMINATIONS – TEACHING SECTOR
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American Association of State Social Work Boards (AASSWB) – Basic Level
AASSWB – Intermediate Level
AASSWB – Advanced (Independent) Level
Fundamentals of Engineering
Fundamentals of Geology

ADDITIONAL EXAMINATIONS – TECHNICAL COLLEGES SECTOR
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National Conference of Funeral Services National Exam
National Cosmetology Exam.
National Registry First Responder
SC Brokers License
SC Contractors License
SC Master Hair Care Specialist
SC Registered Barber Exam
SC Specialty Contractor
SC State Law Examination-Funeral Services

COPY OF DRAFT GUIDANCE AS CIRCULATED PREVIOUSLY:

SCORES OF GRADUATES ON POST-UNDERGRADUATE PROFESSIONAL, GRADUATE, OR EMPLOYMENT-RELATED EXAMINATIONS AND CERTIFICATION TESTS

Each critical success factor and its supporting performance measure(s) is identified in law. Section 59-103-30 (Paragraph B.7.d) of the Code of Laws of South Carolina, 1976, as amended (Act 359) defines as part of Critical Success Factor 7 (Graduate's Achievements), Indicator D: Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment Related Examinations and Certification Tests. Section 59-103-45 requires the Commission to "develop standards for and measurement mechanisms of these performance indicators, ..."

The data included in performance indicator 7D in the past has been that reported by the institutions under Act 255 of 1992, Institutional Effectiveness. The intent of this document is to clarify the definition for indicator 7D and the criteria upon which an examination will be included/excluded from this analysis.

In order to include the result for the student tested, the following criteria must be satisfied:

- The student must complete a degree, diploma, or advanced certificate program or be certified by the institution as having met required competencies while enrolled in a degree, diploma, or advanced certificate program. (NOTE: For the purpose of applying this criterion, an advanced certificate is defined as a certificate that requires at least 30 hours of course credits and, as a prerequisite for acceptance, that the student shall have completed at least the equivalent of an Associate Degree and/or be certified or licensed in a related profession.)
- The student must be prepared by the institution's curriculum.
- The testing agency must not require extensive post-graduate work experience (defined as greater than one year) as a prerequisite for testing. And,
- Students must be tested within the following timeframes:
 - a) For PRAXIS results, the student must be tested within 3 years of the date of program completion. In cases where a student has taken the same test more than once, the result of the test on which the student attained the highest score within the prescribed test window is to be used.
 - b.) For all other exam types, the student must be tested within 12 months of the date of program completion.

These criteria are intended to limit the analysis to those students that have been prepared by the institution being assessed and whose competencies the institution has confirmed.

It is the intent of the Commission that the criteria used for collecting information relating to student performance on professional examinations under Act 255 and that used in Performance Funding under Act 359 will be consistent.

* Note that 18 months had been previously discussed as an appropriate time-frame.